

Public Comment Results- Principle 2 - State Developed Differentiated Recognition, Accountability, and Support

Submission Date	First Name	Last Name	Occupation/Membership (publicly shown and may choose more than one)	Comments
2015-03-08 20:41:04	Michael	Lake	Parent/Guardian of a Current Student	School letter grade determination should be changed due to changing ISTEP. The AMO targets should be changed due to changing tests and arbitrarily set goals.
2015-03-08 20:34:15	Trina	Lake	School Administrator	<p>The ESEA accountability should no longer be applicable for 2014 and beyond. The test being used to determine school-wide letter grades and subgroup growth has changed. You shouldn't figure growth when you are not comparing the same thing. (students or tests)</p> <p>Furthermore, the growth targets initially set were arbitrary numbers. They were not set with individual data from schools to make them realistic.</p> <p>Finally, the purpose of the AMOs was to make sure the achievement gap is closing. Why are schools being labeled as Focus-Targeted with "white" being the subgroup not meeting the goal when over 80% of that school's population is white? At that point, this is not a subgroup.</p>

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2015-02-26 08:32:00	Doug	Allison	District-level Administrator	<p>I believe a growth component is needed rather than simply a proficiency measure. You are saying all learners are equal by measuring overall proficiency instead of growth. This seems to be an outdated philosophy that doesn't factor in progress. For instance, from 2012-13 to 13-14 we grew 11% in E/LA and 19% in Math. Good number by anybody's standards. However, since we were short of the benchmark, we get no credit for incredible growth. The current system does not reward schools who are working hard to improve. When the target keeps going up and your school was very low performing, it takes time to close that gap and double-digit gains are amazing and should be rewarded, not penalized.</p> <p>Also, division of sub-groups so we do not get "dinged" for the same student multiple times. We are a predominantly white district. Therefore our special ed kids mostly fall into the free/reduced category and into the white category and into the overall.</p>
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